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ABSTRACT

The Geelong Regional Group of the Australian College of Education focused on the problem of teacher and student stress at its annual conference in 1985. Three persons with special knowledge of the topic were invited to present papers on the theme "Coping with Stress in Education." A panel discussion was an important part of the proceedings. This publication includes the three papers commissioned for the conference: (1) "Stress and the Teacher" (Sue Hosking); (2) "Stress and the School Principal" (Quentin Willis); and (3) "Stress and the Adolescent: The School's Response" (Marty van Laar). A brief account of the reactions of the panel members to the papers follows. An annotated bibliography of recent reports and periodical literature on teacher stress in Australia includes 26 references. (SI)

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COPING WITH STRESS IN EDUCATION

The Proceedings of a Conference held by the Geelong Regional Group of the Australian College of Education, at the Church of England Grammar School at Highton, Geelong, on October 5, 1985.

E. Barrington Thomas, Editor

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INTRODUCTION

A news item in the Sydney Sun of July 8, 1981 stated that stress was becoming a serious occupational hazard for teachers in almost all countries, according to the International Labour Organisation. Research in Britain, Sweden and the United States indicated that up to 25 per cent of teachers faced enough stress to affect their health. Since 1981 there has been accumulating evidence from a series of surveys that stress is also a serious problem for many Australian teachers.

The results of a recent survey by the Victorian Teachers' Union of teacher stress were presented at a symposium held in Melbourne in July, 1986. A random sample of 10 per cent of V.T.U. members was surveyed. A total of 1,370 teachers, representing a response rate of nearly 60 per cent, and including primary and special school teachers, visiting and emergency teachers, and regional officers, answered the questionnaire. Nearly one-third (31.8%) of teachers answered affirmatively to the question: "In the past 12 months have you suffered from a stress-related condition diagnosed as resulting from your teacher service?" Those in administrative positions (39.8%) showed a higher level of stress than class teachers (32.8%).

There is a growing awareness of the problem of stress among teachers and school administrators. However, there is now some evidence that the stresses of the school system are also felt by students; especially senior secondary students. The Melbourne Sun of November 5, 1985 reported Mr Michael Middleton, the principal of suburban Elizabeth West High School, S.A., as having claimed that as many as half of Year 12 students took prescribed medication for stress-related problems. Mr Middleton said the competitive nature of the schooling process caused stress problems that affected many students and was counter-productive to others. It was producing a destructive and alienating effect on the lives of a growing proportion of adolescents. Mr John Cotterell, a senior education lecturer at the University of Queensland, was reported by the Brisbane Courier Mail on May 15, 1986 as having stated that the number of students suffering mental health problems due to stress had jumped dramatically in the past few years. He said that the full extent of the problem was unknown as no major research was being done on teenage stress. Unemployment and unrealistic expectations from parents fed unwanted pressure into the school system. Mr Cotterell said that continuous assessment was another cause of increased stress among students, as each watched the performance of others.

The executive of the Geelong Regional Group of the Australian College of Education resolved to focus on the problem of teacher and student stress at its annual conference in October, 1985. Three persons with specialist knowledge of the topic were invited to present papers on the theme: "Coping with Stress in Education". They were: Mrs Sue Hosking, consulting psychologist, Teachers' Health Centre, Victorian Teachers' Union, whose topic was "Stress and the Teacher"; Dr Quentin Willis, senior lecturer, Graduate School of Management, R.M.I.T., and researcher into the work of the school principal, whose topic was "Stress and the Principal"; and Mrs Marty Van Laar, social worker, Preston Student Services, Preston, Vic., whose topic was "Stress and the Adolescent".

A panel discussion was an important part of the proceedings. Two persons were invited to react to each of the speakers. Mr John Crocker, a senior teacher at Highton Primary School, and Mrs Una Trigg, a teacher at Morongo Girls' College, were invited to react to Mrs Hosking's paper; Mrs Edna Russell, Principal, Geelong Technical School, and Mr Alf Swan, Principal, Belmont High School, Geelong, reacted to Dr Willis's paper; and Miss Anthea Christian, a Year 12 student at Bell Park High School, Geelong, and Miss Mellisa James, a Year 11 student of Morongo Girls' College, reacted to Mrs Van Laar's paper.

The conference chairman was Dr Barrington Thomas, F.A.C.E.

Following the success of this conference, the executive of the Geelong Regional Group of the Australian College of Education accepted an invitation from Dr S.S. Dunn, A.O., F.A.C.E., Chairman, Victorian Chapter Policy Issues Advisory Committee, to form a small committee to investigate the topic further and to formulate policy recommendations which V.C.P.I.A.C. could submit to interested and concerned educational authorities. The Geelong committee will report early in 1987.

The executive of the Geelong Regional Group also resolved to publish the proceedings of the conference, so that the ideas expressed there could have wider currency. The editors and publishers of The Professional Reading Guide for Educational Administrators agreed to share the publication costs and to assist with the distribution of the publication.

The publication includes the three papers commissioned for the conference; a brief account of the reactions of the panel members to the papers; and an annotated bibliography of recent reports and periodical literature on teacher stress in Australia. It is hoped that this publication will make a useful contribution, small though it may be, towards meeting a problem with enormous ramifications for Australian education: that of teacher and student stress.

STRESS AND THE TEACHER

BY

Sue Hosking
Consultant Psychologist
Teachers' Health Centre
Victorian Teachers' Union

Stress and the Teacher

INTRODUCTION

Thank you for inviting me to address you today. I welcome the opportunity to speak as I see this sort of presentation as the preventative side of my role as a consultant psychologist.

In my role at the Teachers' Health Centre of the Victorian Teachers' Union, I see day after day, teachers whose mental and physical health has been so badly affected by work stress that they either require very extensive periods of leave or in some instances, they have reached the point where they are not able to ever return to their job again.

Not only are these teachers an enormous loss to their schools, as they are often very experienced and dedicated teachers, but the consequences for them are devastating as they feel acutely the loss of self-worth and experience strong feelings of failure. Contrary to popular opinion, malingerers are few and far between. All of those I have seen over the last three years who have eventually retired through ill health would have much preferred to be healthy enough to continue in the job that they once enjoyed and saw as a very rewarding part of their lives.

The tragedy is that many of these situations could have been prevented. My main task as I see it, is to give you some ideas about how they could have been prevented.

Before I do this, it is necessary to make some statements about work stress and its effects. I can assure you that each of them can be substantiated by research and/or the experience of those who work in this area.

GENERAL COMMENTS

As you are aware, all people experience stress in their work, school and personal lives at some time and the body's reaction to stress is a normal, necessary and adaptive response.

The body reacts in a number of ways. The most common and obvious reactions are increases in heart rate, blood pressure and muscle tension. The depth and frequency of breathing alter and certain hormonal changes also take place. All of these allow us to deal with the threat, challenge or stressor in a constructive way. When the crisis or challenge disappears, the body fairly quickly assumes normal functioning.

Problems occur however, when we are exposed to very stressful situations over too long a period of time. If the bodily responses just described occur over a long period of time they may result in a range of physical or mental symptoms.

The physical symptoms include high blood pressure, ulcers, cardiovascular heart disease, skin problems, susceptibility to infections, headaches, sore throats, back pain, increased frequency of allergic conditions such as eczema, asthma, hay fever, nausea, diarrhoea, increased severity of pre-menstrual syndrome.

Because of the mental strain involved, common mental health problems may also occur. These include: increased feelings of worry and tension, depression, lowered self-esteem, sleep problems, excessive or increased smoking, drinking or drug use, feelings of irritability and anger, withdrawal from social contact, sexual dysfunctions, problems with concentration and short term memory, difficulty in decision making and excessive tiredness. Symptoms indirectly manifested at work include reduced interest in the job, absenteeism, high staff turnover or thoughts of leaving the job, and in general, negative attitudes towards work, (Montgomery and Evans 1984; Greenberg 1983).

The symptoms occur on a continuum ranging from the occasional occurrence of several of them (we all experience that from time to time) through to the constant experience of many of them. If the stress continues, physical or mental collapse may occur. The latter is probably what is often called a nervous breakdown.

It is important to realise that these symptoms are not peculiar to work stress. It has been well documented that they may occur, often with a time delay to confuse the issue, after any trauma. Natural disasters such as Ash Wednesday, Cyclone Tracey and the Brisbane Floods may produce similar symptoms. So too do severe personal crises such as marriage breakdown, a life threatening illness, continuing unemployment and financial difficulties.

However, today's topic is teacher stress. What factors in a work environment produce the same symptoms as the above events?

The answer is not simple. In fact, I believe it is often underestimated just what a complex issue teachers' stress is. This is almost certainly the reason why research into this area is so difficult and has provided us with so few answers. Every teacher I have seen has experienced a completely different set of stressors, many of them going back for years. In some instances it may seem fairly obvious, such as when several teachers present from the one school

with similar stressors. There are some schools in Victoria that are highly dangerous workplaces. I sometimes wonder if the neglect of the workers' mental health in these places is as negligent as the past neglect of miners' physical health in asbestos mines. Other workplaces may be very rewarding for most teachers but difficult for one or two; for example, if they have an allotment consisting of Year 8 and 9 compulsory language classes. Sometimes, problems are unavoidable; the stressors may have occurred in a previous school - or as is often the case (but not always) - there is a combination of work and personal stressors.

Who is affected by work stress? Although stress may aggravate or accelerate pre-existing conditions such as schizophrenia or personality disorders, it can and often does, affect perfectly normal hard-working people. In our experience, most teachers affected are hard-working creative and sensitive people with excellent work records; in other words, very good teachers.

What are the causes at work? The reasons are in fact widely known (See Otto, 1982, 1984; Cooper and Marshall, 1980; and Panckhurst, Galloway and Boswell, 1982). There are various ways of categorizing them. A simple classification is provided by Cooper and Marshall (1980). They include:

1. Factors intrinsic to the job. For the class teacher this means difficult children or grades. This factor should not be underestimated as it consistently emerges through all the studies as a major source of stress. Others include noise, time and workload pressures and so on. For the administrator, there is a different set of factors intrinsic to his or her role.
2. Organizational aspects such as lack of input into decision-making, role ambiguity or being unclear about the extent of one's duties (or feeling untrained for certain demands), and role conflict, such as deciding what are the most important tasks or whose needs are greater. A sense of powerlessness or not being involved in decision-making is a further example of an organizational stressor which is commonly experienced in many schools and is certainly part of being in a large bureaucracy.
3. Career structure is also very important, particularly with an ageing teaching group (Pitt and Jennings, 1984) thereby limiting opportunities for advancement.
4. Relationships at work are a further common source of severe stress and can be seen as one factor which is perhaps amendable to change. It particularly

refers to teachers' relationships with each other, but also concerns relationships with students and parents. And finally,

5. School climate. This refers not only to obvious factors such as the buildings and grounds, but the atmosphere in a school. Do people feel welcomed, cared about and valued at your workplace?

STRESS MANAGEMENT

How then can we manage stress experienced in the workplace and prevent the occurrence of the severe symptoms I described earlier?

I see stress management in several major areas and I will say a little about each. The major areas are:

1. Individual or personal stress management. This is the focus of most stress management courses.
2. Organizational stress management, which may take place both at the workplace and by the employer.
3. Industrial stress management, which refers to the promotion of policies which make the work of teachers less stressful and demanding.
4. Stress management in the community. This has a number of different aspects but it includes improving the professional image of teachers and making the community aware of the need to support the difficult work that teachers do.

Individual or Personal Stress Management

There are several precautions I want to mention about individual stress management programs.

The first is that an implicit and dangerous assumption underlying many of these programs is that it is the teacher's own fault if he or she has a stress related condition, particularly if the condition is not physical but is a psychological manifestation (especially in its most severe form, such as mental collapse or breakdown). A typical attitude may be that if the teacher viewed his or her problems differently, things would not be so bad. Smail (1984), writing about such approaches comments:

> If taken at their face value, such approaches are cruelly mythifying, since the person is left in a painful world with nothing more substantial than the belief that if only he or she could see it differently things would be better ... Only the therapist who adopts the position that there is nothing wrong with those in distress (i.e. no mechanical or even 'cognitive' fault identifiable), but that their response is a natural one to a painful world, stands a chance of not enmeshing people even further in the strands of myth.

A related difficulty is that such approaches may deflect the teacher from looking at what the basic causes are.

Personal stress management is also very limited in what it can achieve. The approaches generally recommended can help but they are certainly not a panacea. Some situations are so bad that it is just a matter of getting through each day and stress management might only provide some slight relief from the constant pain. I believe that we will all experience situations like this during our lives and that contrary to popular opinion very few of us will cope during and after that time.

Given these provisos, what are the main features of an effective individual stress management program? They include:

1. A careful assessment of the stress factors past and present so that appropriate action can be taken where possible. It is often helpful to do this with someone else such as a trained counsellor or a good friend.
2. Social contact. Keeping in touch with friends, including those involved in areas other than teaching, is another important way of dealing with stress.
3. Having a variety of skills, hobbies and life-long interests can be a most valuable protection from the worst effects of stress. When things go wrong, being able to achieve at and be absorbed by something else can be a welcome relief.
4. Exercise. There is mounting evidence that regular aerobic exercise helps to combat some of the worst physiological effects of stress by using up by-products of the stress response. If you are unfit it is wise to seek expert advice about an exercise program, but a brisk walk several times a week or regular swimming may be a good way to begin.
5. Relaxation. If you find it difficult to physically and more importantly, mentally relax, it is worth considering one of a number of learned approaches, such as meditation or yoga, progressive muscle relaxation, self-hypnosis or bio-feedback. Greenberg (1983) gives a comprehensive account of each of these methods as do many other books on stress management. There is evidence to suggest that very deep mental relaxation produces chemicals which counteract those produced by the stress response.
6. Sleep. Getting an adequate amount of sleep is a very under-rated and often forgotten aspect of managing stress. Montgomery and Evans (1984) have an excellent chapter on sleep problems and how to deal with them.
7. Diet. The evidence here is very tenuous but certainly stress in association with certain food patterns may produce a variety of disorders

(Briggs and Wahlquist 1984). I suspect that in time, healthy dietary habits such as reduction in red meat and fat intake and increasing amounts of fruit, vegetables and high fibre foods may be seen as an important aspect of stress management.

8. Reduction in amounts of alcohol consumed, smoking and illicit drug use will also enable individuals to cope more effectively with stress. Although alcohol is probably the world's most commonly used relaxant, over-indulgence may lead to other physical and mental health problems which exacerbate the stress response.

9. Finally, it is vital that a teacher strives to achieve a balance between work and other interests in his or her personal life. Working every night and at weekends, or even worrying about work, is a recipe for disaster. I am not advocating the extreme alternative; I think most people like to work hard and do things well, but it is important to look at priorities. At some point it may be necessary to say "I have done enough work for today or this week".

Organizational Stress Management

Let me now turn to the area of organizational stress management. In fact, many of the suggestions made seem to be statements about effective school management rather than reduction of occupational stress. It is important to realize that the two are closely related. A school which effectively utilizes the skills of its staff, has good morale, adequate communication systems, a caring atmosphere, and procedures which are decided upon collaboratively, will not only be a school that operates efficiently, but is also very likely to be one in which levels of stress experienced by staff and students will be significantly reduced.

Important guidelines include the following:

1. Demonstrated concern for the welfare of other staff members is important. If staff are able to show genuine concern for the welfare of others (including important ancillary personnel such as office staff and cleaners) then levels of stress will clearly be reduced. Support should be given not only by the administration but also to them by the staff. It needs to be recognized that staff who have experienced severe job (or personal) stress are often those who are most able to offer assistance at a later stage; teachers who have rarely experienced work-related problems may have greater difficulty understanding the predicament of others.

2. The development of priorities and the setting of achievable goals results in less stress. These priorities may be set by both an individual and a school. It may be desirable to set alternative sub-goals; for instance, relating to social conduct rather than academic standards in certain schools.

3. There is a need to rationalize work in terms of both volume and allocation of duties. A very common source of stress for teachers is being given duties which are not sufficiently demanding; or more commonly, being given too much responsibility in very difficult areas. The latter often occurs in schools when the last person to arrive at the school is given the most difficult allotment or class, while those who have attained senior positions may protect themselves by taking the easiest classes.

4. Regular feedback should be given. Too often, doing a good job and taking on extra responsibility is taken for granted. Effective supervisors in any work organization will see genuine positive feedback as an important aspect of their role. Constructive suggestions about job performance are also valuable. Clinical supervision is one method being used in some schools but less formal methods which allow teachers and administrators the opportunity to learn from others may be just as valuable.

5. The role of conflict resolution and democratic decision making. Being involved in prolonged conflict is a very serious source of stress in work organizations. It may be obvious to everybody else, such as when an open confrontation occurs; or it may be more subtle and insidious such as the constant undermining practised by some teachers or administrators against others who are seen as a threat to their own position. A commitment to genuine participatory decision making can often prevent such problems occurring. It has been shown that most workers in organizations experience less stress when they have some say in decisions which affect their work. It is obviously not possible to carry out this process in all matters, nor is it desirable because of the work involved. Some decisions are best left to the teacher concerned, other decisions may be more appropriately made by senior administration; but the decisions which have a major impact on the work of staff should have their input.

6. Organizational problem solving also reduces job stress. A school which regularly examines problems which occur within the work organization and seeks to find ways of resolving those problems is also less likely to develop serious staff conflicts. It is not easy to generate an atmosphere in which

all staff feel free to admit to and talk about work related problems; but the realization that other staff who are excellent teachers also experience difficulties at work can be a great support in itself. A genuine problem solving discussion (as opposed to a complaints session or telling others what do do) focussing on the problem or an issue rather than on an individual staff member or student can be an even more powerful means of alleviating stress.

7. The importance of certain ethical principles. There are certain features of some ethical codes which, if carried out by teachers as members of their profession, would have an impact on some of the above matters. The first is that problems regarding an organization should only be discussed within that organization (assuming of course that this is able to occur). Secondly, once a decision is made it needs to be supported by all staff and not just those who voted for it. (The same principles can be seen most clearly in the way in which the Cabinet of a Government operates.) Without adherence to these principles, democratic decision making loses most of its advantages and become a waste of time and effort.

8. The promotion of professional goals. Professional development can be a strong antidote to the disillusionment which accompanies job stress. Staff who feel that they are learning and that they can contribute to the knowledge of others may experience job satisfaction which overrides day-to-day frustrations. In practice this is difficult to achieve because of the time required for the routine and necessary demands of both teaching and administration. Another barrier may be concern about one's own abilities or lack of up-to-date information. An atmosphere which recognizes that everybody has skills or ideas which could be used for the benefit of all may succeed in overriding these concerns. The development of a school-wide project (which again has limited goals due to current workload) is one way in which staff skills may be utilized in a useful and challenging way.

9. The need to increase awareness about job stress. The simple acknowledgement by school staff and administration that job stress is real and that it can have serious effects on the mental and physical health of teachers can be a strong antidote in itself. A teacher experiencing severe symptoms due to job (and/or personal) stress needs all the support and understanding he or she can get. Even more helpful is the recognition that it is not the teacher's own fault. In the experience of staff at the Teachers' Health Centre, although teachers with longstanding personal problems may have these exacerbated by job stress, those most at risk are characterized by being very dedicated.

Industrial Stress Management

I do not intend to address the topic of stress management by the employer. It is a very large and complex issue which I have attempted to elucidate elsewhere (VTU Teachers' Journal, August 1985 and Curriculum and Research Bulletin, 1985), but let me assure you that there are many changes which could be made to existing policy which would allow teachers much greater flexibility if in an untenable position at their workplace.

Stress Management at the Community Level

Lack of community support for teachers may be a subtle and constant source of job stress. It is most helpful if parents are aware of the dedicated, professional and caring approach taken by most teachers as well as the generally very high quality of education provided in Government schools. A school which has an informed and supportive parent community which offers assistance rather than criticism is in a better position to direct the energies of the staff to the job at hand.

Union campaigns currently being undertaken to promote the image of teachers in our community are one way of gaining support, and many schools have used campaigns which operate at the local level to advertize the merits of their own program. There is a real need, however, for teachers to develop their own self-confidence to counteract the "professional cringe" which typifies many teachers' attitudes towards themselves and their colleagues. To put it another way, State-wide and local campaigns will be much more effective when teachers themselves believe that they are providing a professional service which is of a very high standard.

REHABILITATION

I have not attempted in this paper to address the problem of rehabilitation at all. Certainly, the approaches presented would prevent many stress-related illnesses from occurring.

The question of how to rehabilitate someone whose physical and mental healt has been badly affected by work stress is a different issue altogether. It may interest you to know that I do not know any rehabilitation service in this State or elsewhere other than the Teachers' Health Centre which attempts in a systematic way to rehabilitate someone who has been mentally affected by his or her work. So you can see, this is a very new area. The point is that stress management and rehabilitation are different areas, and although there are some similarities, there are also many differences.

CONCLUSION

Although I could say a great deal more, I hope that these few guidelines give some ideas about how we can tackle this issue. The financial, social and educational costs of teacher stress are enormous, so it is important that we tackle this issue constructively as soon as possible.

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STRESS AND THE SCHOOL PRINCIPAL

BY

Dr Quentin Willis
Senior Lecturer in Management
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Stress and the School Principal

INTRODUCTION

> I went out to Charing Cross, to see Major-general Harrison hanged, drawn, and quartered, which was done there, he looking as cheerful as any man could do in that condition.
>
> (Samuel Pepys, Diary, 1660)

Poor Harrison was probably not the model of a modern Major-general but, as with many of us, unfortunately, in the face of stress he could do little else than grin and bear it.

Stress has become a matter of increasing public interest and the topic of an increasing number of articles, books and seminars. Savery and Detiuk (1985) comment that "much of the evidence quoted is anecdotal and the subject is in danger of being sensationalised" (p.1). However, the concept and its incidence are serious. Kidman (1984), noting that the current concepts of stress have developed from the work of Hans Selye in the 1930's, states that:

> If the twentieth century is to be known as the age of science and technology, it also will be known as the age of stress and anxiety.
>
> (Kidman, 1984, p.10)

"Time" magazine (Wallis, 1983), in a special article on stress, quoted Selye's definition of stress as "the rate of wear and tear in the body" (p.65) and traced medical interest in stress as beginning on the battlefield from the time of the Civil War's "soldier's heart" to World War I's "shell shock" to World War II's "battle fatigue". The definition assumed in this paper follows that of Miller (1979):

> Stress begins with anxiety - a disturbance arising from some kind of imbalance within us. All of us, each day, experience some kind of threatening condition or disharmony. This anxiety leads to tension. Tension is a physical reaction to the anxiety. When we are tense, nervous impulses cause changes in our body. When tension reaches a degree of intensity that has an adverse effect on the body, we are under stress. Perhaps it is more accurate to say we suffer distress.
>
> (Miller, 1979, p.8)

"Stress" shares a reputation with "conflict". Where the traditional, organizational view of conflict is that it was to be avoided at all costs, there is now consideration of the constructive uses of conflict. So one may find Orpen (1982), a former Professor of Psychology, arguing that the effect of stress is not invariably negative but that it can be positive and that there may even be circumstances where an individual may have too little stress for effective performance. In an article in "The Age" newspaper, Hancock (1982) tackled feelings about the HSC Examinations and advised students that "stress can be good for you". The "Time" article (Wallis, 1983) on stress quoted Hans Selye as believing that stress was "the spice of life". Miller (1979) added Selye's further comment that "Stress wakes us up and makes us alive". Miller himself continued:

> A world free of stress would be a world without achievement. Behind every human accomplishment lies worry, frustration, and discontent. If one were totally satisfied and free of stress, one would have little motivation to do anything. There must be a level of dissatisfaction to cause action. Avoidance of stress is not the goal. Rather a productive life needs appropriate levels of dissatisfaction, stress or tension to get us to get the job done, but stress should not be so intense that it endangers or impairs our mental or physical health.
>
> (Miller, 1979, p.7)

However, when stress does become intense distress, particularly for those in the "caring" and "helping" professions, then the result may be "burnout". For some, this term is cynically regarded. In his review of "Burnout: The New Academic Disease", Oxley (1985) described burnout as:

> ... certainly a result of frustration but whether it is a "disease" or not depends on how we look at it. Some of my colleagues who were once committed scholars and now seek all their self-actualization after work in hobby-farms or dressage or restoring Beautiful Old Homes would count as burnout "cases"; it could equally well be said that they had made a sensible adaptation to modern realities.
>
> (Oxley, 1985, p.16)

Somewhat in constrast, Maslach (1976) studied what happened to people who worked intensely with others and became intimately involved with "troubled human beings". While such professionals may appear to maintain their objectivity and distance from the situation, she found that:

> ... they are often unable to cope with this continual emotional stress and burnout occurs. They lose all concern, all emotional feeling, for the persons they work with and come to treat them in detached or even dehumanized ways.
>
> (Maslach, 1976, p.6)

Although Maslach does not include teachers and school principals in her discussion and, despite Etzioni's (1964) ranking of educators as "semi-professionals", I believe that "burnout" is a consequence of stress applicable to teachers and principals, especially those involved in counselling and caring for their students or staff.

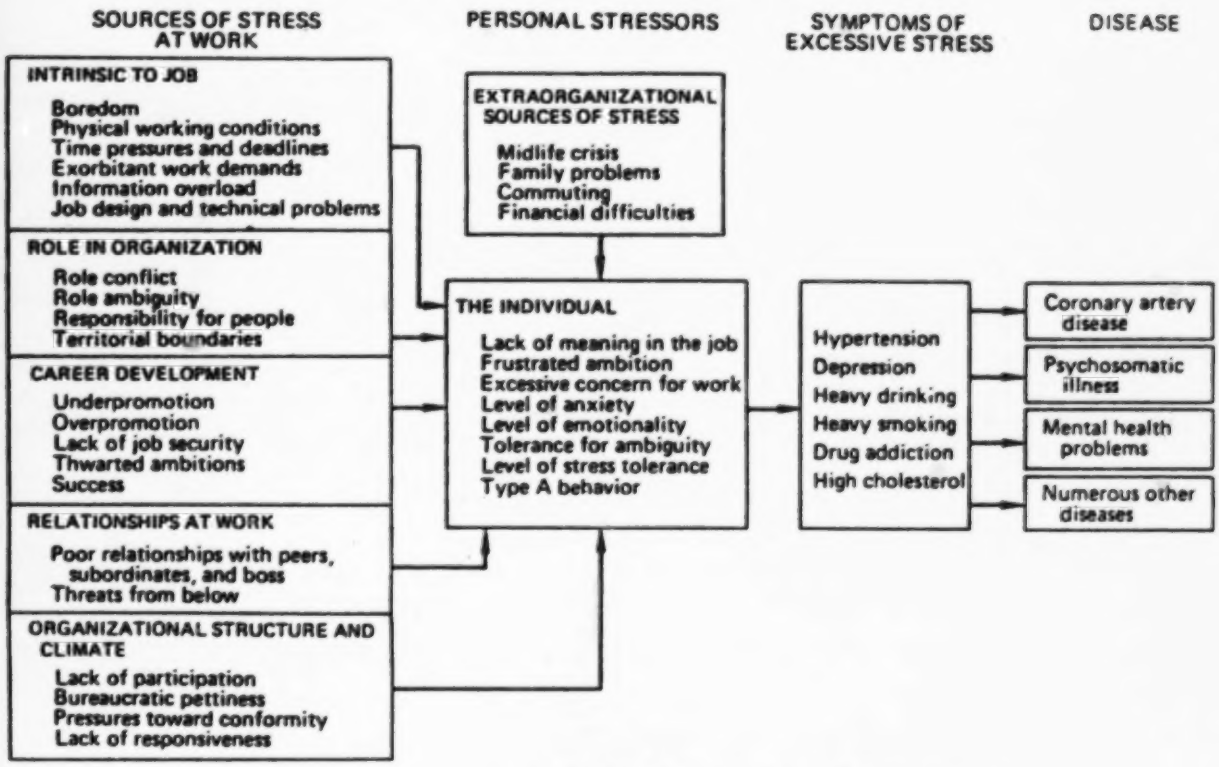
In this paper, "school principals" and "managers" will be treated synonymously in their roles as executives in different kinds of organizations.

THE CAUSES AND BACKGROUND OF STRESS

It is perhaps conventional to see stress in individuals caused only by external factors, such as the demands made on people by organizations, the rate of unemployment and conflicts with other people. Benson and Allen (1980) described stress as resulting from environmental situations that require behavioural adjustments. In turn, the latter were related to specific physiological changes, such as sweating, increased blood pressure and faster breathing. These changes frequently occurred in an "integrated, co-ordinated pattern called the 'fight-or-flight' response" (p.87).

However, it seems that, increasingly, stress is seen "as much in people's minds" as in the environment. Miller (1979) discusses two sources of stress: self-imposed and situational. A useful overview of the sources and outcomes of stress is given by Yates (1981) in Table 1:

TABLE 1: Sources of Stress at Work and their Consequences



(Adapted from Yates, 1981, p.38)

The organizational contribution to stress will be discussed below but what of the individual's own contribution? Friedman and Rosenman (cited in Yates, 1981) added to our knowledge of stress in showing the relationship between heart disease and a certain personality or behaviour pattern that they called Type A behaviour. While Type B people have some of the same characteristics as Type A people, they are not in as pronounced form. What are Type A characteristics?

> Type A people have a chronic, incessant struggle with time, always trying to get the most done in the least amount of time; they are very competitive and aggressive; and they usually have a hostility that lies just below the surface and is easily provoked.
>
> (Yates, 1981, p.5)

Today's organizations certainly provide an arena for exercising and provoking Type A behaviour, especially in managerial roles. Kahn et al. (1964) studied role conflict and role ambiguity as two kinds of organizational stress. They concluded that the major organizational determinants of conflict and ambiguity included three kinds of role requirements:

1) for crossing organizational boundaries;
2) for producing innovative solutions to non-routine problems; and,
3) for being responsible for the work of others.

In schools, these three requirements meet in the role of the principal.

There is perhaps a strange irony in the fact that subordinates in organizations, since the time of Frederick Taylor and the early time and motion studies in the first decades of this century, had their work activity carefully measured and observed whereas only relatively recently has there been a shift of focus on to what managers and school principals do in their work. However, certainly in commerce and industry, the study of the incidence of stress has tended to focus on the "executive" rather than others in the organization.

STRESS IN MANAGERS AND SCHOOL PRINCIPALS

While the following data will be drawn from various studies of principals at work, the seminal observational study of American managers by Henry Mintzberg (1973) must be acknowledged. So many of the subsequent studies of school principals have replicated Mintzberg's findings about the characteristics or properties of managerial work. Appendix A gives an outline of findings about the work of school principals in one particular study (Willis, 1980).

Some stressors or causes of stress found in a number of studies of the work activity of school principals are as follows:

1) Interruptions

The work of the principal is characterised by interruptions. While these may well be necessary for decision-making and the flow of information, they tend to rob the principal of control over the content and pace of his/her work (O'Dempsey, 1976; Peterson, 1978; Phillipps and Thomas, 1983; Savery and Detiuk, 1985; Willis, 1980; and Willower and Kmetz, 1982). Interruptions contributed to the fragmented nature of the work of the principal. In his observational study of bank managers, Chattaway (1983) showed that 25 percent of all their tasks were interrupted.

2) Brevity and Variety of Activities

Not only do principals encounter a range of kinds of business, internal and external to the school, but the diversity of experiences is marked by the general brevity of activities. For example, Peterson (1978) found that the principals he observed averaged 13 different activities an hour, ranging from 4 to nearly 50 activities per hour.

3) "Proficient superficiality"

The spate of interruptions and the brevity and variety of activities revealed in several studies (for example, O'Dempsey, 1976; Martin & Willower, 1981; and Willis, 1980) produced what may be termed a state of near-expertise in dealing with a world largely of shallow involvement. This was the "grass-hopper approach" identified by Stewart (1967) in diary studies of managers and described as an "occupational hazard" for bank managers (Chattaway, 1983).

4) Undertainty

Willower and Kmetz (1982) found that "domino eruptions" illustrated the unpredictability of the principals' work. These were events that occurred usually early in the school day and led to additional episodes for a substantial portion of the rest of the day. So often, this uncertainty obviated any careful planning of the day. Possibly there lies here a more insidious stressor:

> the greatest potential cost arising from this accommodation to uncertainty is the response of others in the school, especially classroom teachers, whose daily routine is tightly circumscribed by the "certainty" of the timetable and who may be unable or unwilling to accept the apparent "ease" of the principal's more flexible working day. The gulf between the global, managerial-administrative perspective of the principal and the necessarily narrow, segmental concern of the teacher is possibly the saddest fact of organizational life for the school principal.
>
> (Willis, 1980a, p.4)

5) "Invisibility"

This "interpersonal gulf" is perhaps compounded by the amount of the principal's work that is unseen (and possible misunderstood) by the staff. One study (Willis, 1980) found that 60 percent of principals' work was virtually "invisible" to the staff and students in the school for reasons such as the principal's absence at a meeting at the Regional Office, work done alone in the office and "after-hours" work.

6) Stress and Illnesses

Perhaps the basic source of stress outlined here is the potential for misunderstanding between the principal and his/her staff as to what is the nature of the principal's work. Savery and Detiuk (1985) identified role overload and role conflict as the greatest stressors for principals. They concluded that these two factors:

> ... can cause tremendous stress for an individual because of the feeling that one is not concentrating on the important areas because of the overload caused by less important work which may in many instances be very boring.
>
> (Savery & Detiuk, 1985, p.7)

The same researchers reported on stress-related illnesses in their sample of school principals and commented on the dangers inherent in high blood pressure and the positive relationship between high blood pressure and high levels of perceived stress. These stress-related illnesses among principals are stated in Table 2:

TABLE 2: Stress Related/Illnesses

Reported Illness	Total n = 288	High Stress n = 107	Low Stress n = 57
Hypertension	28.82	47.66	10.5
Stress Headaches	22.9	36.4	7.0
Depression	9.7	17.8	1.8
Nervous Dyspepsia	4.9	10.3	-
Insomnia	2.8	3.7	-
Ulcers	2.4	4.67	-
Heart Attack	0.3	0.9	-
Heart Problems	0.3	0.9	-

(Adapted from Savery & Detiuk, 1985, p.6)

7) Role Requirements

O'Dempsey (1976) identified 16 different roles in the work activity of the Brisbane principals whom he observed. These are listed in Appendix B.

Finally, to return to the three determinants of role conflict and ambiguity that were stated by Kahn et al. (1964), it may be seen that:

(i) increasingly, school principals are linking their schools with the external environment, with its competing pressures and forces of regulation of school activity (as with school boards and councils);

(ii) education in Australia, and especially in Victoria in the 1980's, is experiencing widespread and penetrating forces for change; and it is often the school principal who is seeking to develop new strategies, new relationships and procedures for helping the

school - its staff, students and their parents - cope with insistent and often unclear demands for change. At this stage, the Blackburn Report, the notion of "clustering" of schools and the development of a successor to VUSEB and VISE may suffice as evidence; and,

(iii) the principal is probably more than ever involved in running a complex organization with accountability for a maze of curricula, a teaching service that faces increasing frustration for promotion and advancement, and responsibility for meeting the needs of students moving through the school's developmental system and those who are being urged back into the schools.

How does one cope with such an array of stressors? What skills are needed? What support systems are available for principals?

TRYING TO COPE WITH STRESS

An innovative study of the principal under stress has produced some data and is still in progress (Phillipps and Thomas, 1983). In this study, the principal is not only observed but is "wired up for stress", having a battery-operated ECG monitor with a tiny device synchronised with the observer's watch. The researchers noted also that the observer is able to witness some signs of stress: "blushing, sweating, shaking, voice modulation, mannerisms redolent of impatience, anger, embarrassment and fear" (p.8).

Such thorough studies enable fairly early feedback to help the principal become aware of stress and stressors and to identify their sources.

These sources may be 1) organizationally based or 2) personal factors. How can the principal cope with these?

1) Organizational Sources

Burlingame (1979) described the "loneliness of command" that may be the lot of the Archbishop, Monarch, Prime Minister or the School Principal. The latter will often place him/herself at the nexus of communication networks in the school. However, some of the resultant contacts will bring information and confidences that cannot be shared with others. Principals thus acquire secret knowledge. Burlingame describes three avenues of escape that principals use to escape this isolation and "secrecy":

a) "the blandness of platitudes" and cliches (to preserve the secret world);

b) The "joys of paperwork" and the retreat to the desk; and,

c) "the solace of administrative colleagues in other settings", attending seminars, travel and "talking shop".

The office door may be closed more frequently but ... at what cost to interpersonal relationships with staff and students and to the flow of information about the school's numerous events?

"Efficient" time management, where the principal's diary is heavy with commitments, helps to ward off the intrusions and the unexpected (and also those who need the principal!).

2) Personal Factors

> The alarm clock rings. "Oh, I don't wanna get us", he thinks. "The kids don't like me. The teachers don't like me. I hate going to school." His superego says, "But you've got to go; you're 45 years old and you're the principal".
>
> (Miller, 1979, p.23)

If the principal is "burnt out", what will be his/her impact on the school that day? Is the principal motivated by McClelland's needs for achievement and power over others into a state of self-perpetuating stress?

Miller (1979) provides some simple guidelines for coping with stress:

> One important ingredient in preventing stress is regularity. One expects one's heart to beat regularly, but one should also have regular and routine behaviours without being compulsive. Get up at a given hour, have breakfast at the same time, use the bathroom at the same time each day. Exercise moderately and regularly ... Get to bed at the same hour each night ... Minimise your consumption of alcohol and coffee. (It's not just the caffeine; it's the oils in coffee that irritate the stomach and duodenum; thus, even decaffeinated coffee may cause problems).
>
> (Miller, 1979, p.23)

To help one to monitor stess levels, Holmes et al. (cited in Kidman, 1984, p.43) produced a test that gives a score to life events that cause stress. (This list is given in Appendix C.) Kidman indicates that a score between 150 and 300 shows a 53 percent chance of becoming ill unless stress is relieved; a score over 300 indicates an 80 percent chance of illness.

With such coping mechanisms and sources of health data, one can surely deal effectively with stress. But there are some intervening obstacles to overcome.

A PROBLEM: A TRILOGY OF SHIBBOLETHS

Before moving to consider more positive approaches to stress management, there is need to consider three factors that may constitute, for many principals, a serious problem in coping with and managing stress.

1) There is the expectation, implied or stated, in the literature on motivation and management, and in general parlance, that those at the top of the organization want to be challenged, to keep climbing the "hierarchy of needs" for self-fulfilment as a leader. The textbooks appear based on the assumption that those at the top are highly motivated workaholics, fully committed to the demands and ideals of the organization and that it is the main responsibility of the leader to produce results with "lower quality material" that has to be motivated, induced, lured into productive work.
2) Related to this expectation is the Puritan or Christian Work Ethic, which is well symbolised in these words from (pre-Watergate) former President Nixon of the U.S.A.:

> We are faced with a choice between the work ethic that built this nation's character and the new welfare ethic that could cause the American character to weaken ... The work ethic holds that labour is good in itself; that a man or woman not only makes a contribution to his fellow man but becomes a better person by virtue of the act of working.

3) Finally, there is the principle of professionalism; of selfless, altruistic and dedicated toil for the benefit of the school and its members and community.

One must ask, how can the stressed principal pursue coping techniques in the face of these time-honoured laws that have been conscientiously served by colleagues and predecessors, who have worked long hours, spent most of their weeknights at meetings and sub-committees, and taken home the physical evidence (paperwork for the weekend) and mental data-banks of worries, teachers-in-excess, conflicting messages from Head Office and Regional Office, students in moral danger and so on before succumbing, just prior to retirement or long-service leave, to the final "peace" brought on by the regulation coronary collapse and perforated ulcer?

SURVIVAL AND THE QUALITY OF LIFE

While a school may not have much option in having a debilitated principal, it will come to appreciate having a leader who can manage the stress of the job of being principal for mutual benefit.

Tacy (1982) quite rightly gives the reminder that stress is not a management monopoly and the other speakers today will undoubtedly make clear to us that teachers and students also face stressful lives.

However, if the man or woman at the top is also severely stressed then what hope and support is there for similarly afflicted staff and young people in the school?

Perhaps it is time that the pursuit of the Quality of Life be raised against the etiology of Puritanical Ethicitis (or a severely inflamed Work Ethic).

With the survival of the principal as the aim, it is necessary to consider not merely coping but managing stress. This is pursued through two main strategies and one overall strategy.

1) Organizational Strategy and Tactics

The purpose here is to share the executive load with other administrators in the school. This will apply to links with the external environment, the introduction of change and supervision of the work of others.

This strategy is marked by several tactics:

a) Delegation of authority to other administrators in the school. This does not mean merely off-loading upleasant tasks.

b) Communicating with staff and students about the nature of the work of the principalship. This is a step towards removing misunderstandings about the role of the principal.

c) Appraising existing committees. Are they all needed? Is it possible that, instead of some committees, there be set up "task forces" that have the power and authority to carry out a task and then disband?

d) Are all meetings necessary? Is a fair deadline for the completion of business established or do meetings proceed, in the name of democracy (gone mad), as long as someone is prepared to speak?

e) Is there an unrealistic "open door" policy? There must be times when it is sensible to shut the door, hold all phone calls, and give a period of undivided time to consider one particular pressing issue and the course of action to be taken.

f) Judicious time management. If the principal is visible, does that mean that he/she is always available? Put up a daily or weekly timetable, indicating your commitments and also times when the principal is available.

Commentary

Some of these tactics may offend professional susceptibilities or aggravate an already inflamed Puritan Ethic. It is possible that the principal who employs these tactics may need to improve his/her interpersonal skills, especially to develop a non-threatening mode of communicating with people.

Certainly, this is the age of "participative management" but it can also be a learning experience for others in the school to realise the nature of, and the costs of, executive work.

Severe pruning in managing one's time can be risky. Teachers will invariably have a "full" day and are likely to query making "appointments" to see the principal (who is probably not tied down to any teaching period times). Moreover, where should the principal be? In the office - available but unaware of current happenings in the far-flung outposts of the school, such as the girls' toilets - or always on the "prowl" but never available when wanted in the office?

Then there is the dilemma of delegation. The principal appears to be regarded as the "fount of all knowledge" and certainly knows more about the "global" concerns of the school. But with so much data stored in his/her brain (and much of it confidential), how can the principal effectively delegate authority to others without equipping them with all the available information?

2) Personal Strategy and Tactics

The purpose here is to ease the intensity of commitment to the school and its problems so that personal pressure is minimised and personal stress is not radiated to others in the school. The strategy is for the principal to look to his/her own life style.

Relevant tactics may include:

a) Developing a personal support system of trusted others to whom the principal can turn for empathy and advice;
b) Trying to enjoy aspects of the job genuinely (and not showing an obsession, much advertised, like "3 months, 15 days to go".

c) Go away. Walk away from the job or, better still, drive away from it. This may buy recovery time or even precious time to consider a problem without interruption and improve the quality of the principal's subsequent actions.

d) Develop other interests. Don't feel guilty about leisure time and flagellate yourself for being a quisling to the whole Teaching Profession and the Puritan Ethic.

e) Practise (again, judiciously) the simple word, "No".

f) Try to widen feedback. The principal invariably gives so much, especially of a reward nature, to others. Be prepared for some self-exposure, such as your real feelings about issues, and show interest in a reverse feedback process.

Commentary

It is reasonable to predict that stress that cannot be resolved or released on the job will often be vented at home. Burlingame (1979) pointed to the behaviour of principals "talking shop" with colleagues. Perhaps, this can be widened in scope but a support system, rather than merely a bunch of colleagues, will serve a more useful purpose. Maslach (1976) found that:

> ... burnout rates are lower for those professionals who actively express, analyse and share their personal feelings with their colleagues. Not only do they consciously get things off their chest, but they have an opportunity to receive constructive feedback from other people and to develop new perspectives and understanding of their relationship with their patients/clients.
>
> (Maslach, 1976, p.10)

3) An Overall Strategy

The principal alone may not be able to do much about this strategy. In the business world, when there is significant change or interpersonal problems or absenteeism and high staff turnover or lowering morale, one approach is to look at the jobs people are doing and redesign the job. To what extent, in the light of the array of changes in the Victorian education system, has there been some redesign of the job of the school principal?

CONCLUSION

How relevant to the stress of school principals is the following comment reported by John Hunt (1979) about a manager in a large organization:

> I don't want more power or money or status. I don't have goals as pretentious as those any more. I would like to see, before I retire, just one (I am not greedy) of my ideas implemented without change or total surgery. I am not asking for much ... just one tiny, little idea will do. One idea which my boss doesn't tell me is impossible, just one idea which my boss's boss does not correct for English expression about rejecting it, just one idea which I don't have to justify in fifteen submissions to the Executive Committee to then discover that they had no intention of introducing it anyhow. If my request occurs, then I shall retire content that I did count for something in this vast machine despite the 40-odd years of being treated like a child.
>
> (Hunt, 1979, pp.29-30)

APPENDIX A

STUDY OF MELBOURNE SCHOOL PRINCIPALS

Some findings from an Observational Study of three Victorian secondary school principals (one State high school, one Independent college and one Catholic college).

1. In composite, over three weeks in each school, the principals:

   1. spent 22.5% of time on desk work;
   2. spent 39.1% of time in personal conversations;
   3. worked an average 59.9 hour week;
   4. attended 43 meetings;
   5. spent 5.3% of time in staff-room "visibility";
   6. spent 55.8% of their time in the office;
   7. spend 12.6% of their time away from the school;
   8. spend 28.2% of their time in contact with people external to the school - people who were not subordinates;
   9. worked an average 22.6 hours after-hours weekly;
   10. spend 24.6% of their time working alone;
   11. spend 14.0% of their time with external regulators;
   12. spent 37.1% of their time in interaction with one other person;
   13. had 36.8% of their activities involve a change in place from the performance of the previous activity;
   14. had 7.6% of their work activities last about half-a-minute;
   15. had 1.1% of their activities last over one hour;
   16. had 21.1% of their activities interrupted;
   17. resumed 74.1% of these interrupted activities;
   18. worked 59.8% of all their time "invisible" to others in the school;
   19. spent 34.4% of their time on external activities;
   20. had 34.9% of their work time unscheduled.

2. Some conclusions from these findings

1. the "custom" nature of the job;
2. relationships with people external to the school; that is, non-subordinates;
3. the high incidence of one-to-one interactions;
4. the variety, brevity and discontinuity of the work;
5. the lack of feedback;
6. the difficulty of time management;
7. prevalence of interpersonal relationships;
8. the need for current information and for establishing networks of relationships;
9. the amount of unscheduled work and activities initiated by other people no matter how carefully the principal may attempt to plan his/her day;
10. the "gap" or difference in frames of reference about the school by the principal and by teachers.
11. the need to be accessible;
12. the importance of the immediacy of communication - the "here and now";
13. The contribution of uncertainty to stress.

(Source: Willis, 1980)

APPENDIX B

STUDY OF BRISBANE HIGH SCHOOL PRINCIPALS: 16 ROLES

a) physical welfare and ambulance officer;
b) verifier and authoriser;
c) clerk and lost property officer;
d) disturbance handler, control agent, investigator, truant officer;
e) scheduler, examination arranger and directions giver;
f) information provider and disseminator;
g) education leader, entrepreneur and climatologist;
h) plant and equipment manager;
i) gatekeeper and staff appointment officer;
j) guidance officer and overseer of students' education welfare;
k) monitor and information collector;
l) ombudsman;
m) spokesman, public relations officer and figurehead;
n) teacher, coach or teacher of sport and substitute teacher;
o) educator and trainer of staff; and,
p) personal or private man.

(Source: O'Dempsey, 1976)

APPENDIX C

THE SOCIAL READJUSTMENT RATING SCALE

	Life Event	Mean Value
1.	Death of Spouse	100
2.	Divorce	73
3.	Marital separation	65
4.	Jail term	63
5.	Death of close family member	63
6.	Personal injury or illness	53
7.	Marriage	50
8.	Fired at work	47
9.	Marital reconciliation	45
10.	Retirement	45
11.	Change in health of family member	44
12.	Pregnacy	40
13.	Sex difficulties	39
14.	Gain of new family member	39
15.	Business readjustment	39
16.	Change in financial state	38
17.	Death of close friend	37
18.	Change to different line of work	36
19.	Change in number of arguments with spouse	35
20.	Mortgage over $10,000	31
21.	Foreclosure of mortgage or loan	30
22.	Change in responsibilities at work	29
23.	Son or daughter leaving home	29
24.	Trouble with in-laws	29
25.	Outstanding personal achievement	28
26.	Wife begin or stop work	26
27.	Begin or end school	26
28.	Change in living conditions	25
29.	Revision of personal habits	24
30.	Trouble with boss	23

Life Event	Mean Value
31. Change in work hours or conditions	20
32. Change in residence	20
33. Change in schools	20
34. Change in recreation	19
35. Change in church activities	19
36. Change in social activities	18
37. Mortgage or loan less than $10,000	17
38. Change in sleeping habits	16
39. Change in number of family get-togethers	15
40. Change in eating habits	15
41. Vacation	13
42. Christmas	12
43. Minor violations of the law	11

(Adapted from Yates, 1981, p.79)

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STRESS AND THE ADOLESCENT: THE SCHOOL'S RESPONSE

BY

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Stress and the Adolescent: The School's Reponse

Teachers tend to see students as the cause of stress rather than its victims! The truth is, of course, that students, like the rest of us, are trying to adapt to the environment; trying to gain recognition, success, and a senese of belonging and fun, and at the same time hopefully perceiving some sort of meaning or coherence in it all. Adults find that hard enough, so no wonder young people also suffer in the process! Table 1 presents some of the signs of stress that we see in young people:

TABLE 1: Manifestations of Stress in Three Areas

HUMAN	SOCIAL	SCHOOL ENVIRONMENT
Alcohol abuse		
Anorexia	Accidents	Absenteeism
Anxiety	Adjustment problems	Diminished memory
Apathy	Alienation	Disruption
Boredom	Cynicism	Increased errors
Burnout	Defensive behaviour	Indecisiveness
Depression	Detachment	Lack of commitment
Diet abuse	Dissatisfaction	Lack of concentration
Drug abuse	Distrust	Reduced productivity
Emotional instability	Excessive use of escape	Thefts
Fatigue	Irresponsibility	Unpreparedness
Frustration	Irritability	
Health breakdowns	Mechanisms	
Helplessness	Physical abuse	
Hopelessness	Resentment	
Insecurity	Role conflicts	
Lack of self-control	Thefts	
Lack of self-respect	Vandalism	
Self-neglect	Verbal abuse	
Suicide	Violence	
Vitamin abuse		

(Youngs, 1985 p.36)

This paper briefly describes the nature of stress, then examines ways that educators can help prevent and overcome student stress.

THE NATURE OF STRESS

Our bodies are equipped with a number of useful reflexes such as the protective involuntary eye blink if an object such as an eyeliner pencil approaches the eye. Another is the stress response to some threat or challenge in the external environment. The body prepares for "fight or

flight" as the heart rate increases; breathing becomes heavier; blood supply is directed away from the internal organs and towards the muscles and brain; chemical changes reduce sensitivity to pain, and increase supplies of oxygen and glycogen to the muscles and brain.

If we did run for our lives or battle it out with the frightening foe, we would expend a great deal of physical energy, and at the end of it feel good, as the body would release its natural opiates, the endorphins.

The stress response facilitates physical effort, and once the effort is over, the body returns to rest and all is well. If the energy cannot be spent on physical effort, the stress research shows that the chemical changes can damage our bodies and their functioning.

Our modern stress problems arise because we no longer face wild animals or hostile tribesmen, and we have few opportunities to satisfy the urge to either fight or run. In fact, we educate those behaviours out of our children, telling them that fighting or running away is not the way to solve their problems.

Our Task as Educators is Threefold:

1. To recognize and monitor student stress at school. Manageable stress results in learning, growth, and increased confidence and ability to cope with future demands. Overwhelming stress causes physical, mental, emotional and behavioural problems.
2. To prevent stress-related problems by teaching stress management and problem solving, and by establishing school structures, teaching methods, and curriculum that foster positive approaches to problem solving and stress management.
3. To overcome student stress by using physical exertion and the body's relaxation response to reverse the body's stress reaction.

THE SCHOOL'S RESPONSE

Life Events

The school's response to student stress must be based on knowledge about what factors cause and reduce the harmful effects of stress. Holmes & Rahe's Social Readjustment Rating Scale was published in 1967. The Scale reflects a cumulative view of stress. Major life events accumulate "points". For example, death of a spouse scores 100 points, Christmas scores 12, and trouble with in-laws scores 29. Anyone scoring over 200 points in the last 12 months is in the stress danger zone, with an increased susceptibility to illness.

Schools cannot protect students from major life events. If Malcolm's parents divorce, remarry, move house, Grandma dies, a car hits his dog, and his best friend is dying of leukemia, we cannot change those facts. If his mother consults us about whether to change him to a new school just now, we could confidently advise against it. Of course, Malcolm may be bearing up surprisingly well under his circumstances, or he may be exhibiting many physical, emotional and behavioural signs of stress.

Our own life experience suggests that the cumulative view of stress is not the full story. We observe that similar events have different effects on different people. Some widows grieve and then blossom; others grieve and then become chronically bitter and depressed. Some students change schools with hardly a hiccup; others suffer great loneliness, anxiety and discomfort.

The Stress-Proof Person

Are some people simply tougher, or is it just a matter of timing, so we cope well with troubles that come when we are feeling strong? Bettie Young's recent book (1985), introduces the concept of 'psychological hardiness', and explores the characteristics of individuals who respond resiliently to stress. She describes such people as motivated by challenge and commitment, with a feeling of involvement in whatever they are doing and a sense of control over their lives. They have positive attitudes which facilitate flexibility, and exhibit a sound process for generating viable alternatives to problems and obstacles at an early age. Their life philosophy could be expressed by slogans such as "Life is a journey to be lived, not a problem to be solved" or "When you get lemons, make lemonade".

Some Suggestions

How can schools nurture students' psychological resilience by

(a) teaching methods
(b) curriculum content
(c) school structures?

Practising educators will no doubt generate many more, but my own suggestions would include:

(i) Modelling

School personnel model positive or negative attitudes; flexibility or rigidity. Let's say "yes' or "maybe" unless there's a good reason to say

"no". Thinking aloud displays your own problem solving processes to students. For example, students may want to produce their own class magazine. The teacher could say "No way, I don't have the time to put into it, and if I left it to you kids you'd just make a mess of it".

That statement models a negative attitude, rigidity, limited-option problem solving, and teacher control. Alternatively, the teacher might say "I think that's a good idea and I would like to say "yes", but I am already over-committed for this term, and I really would have very little time to put into it. You know, there's a lot involved in producing a good magazine". That statement models a positive approach: it has flexibility (with assertiveness); it is the first step in sound problem solving (analysing the problem); and it leaves the way open for negotiation, emphasising students' shared control in the situation. It also communicates the teacher's value orientation towards commitment and involvement in tasks.

(ii) Challenge, commitment and involvement

Teacher-initiated activities can emphasise challenge, commitment and involvement. In education, competition has fallen into disrepute because of the destructive effects on losers. Creative teachers find ways to harness the motivational potential of competition without the damage. Bettie Youngs (1985), calls these "challenge activities". The challenge for us is to design activities that engage students, using the body's stress response positively.

For learning, students need the alertness and readiness for action which we usually call interest or motivation, but which is really a mild stress response. We avoid the damaging effects of stress and competition by ensuring that the students can successfully resolve the situation.

Think of useful challenge activities.
What principles apply to the design
of challenge activities?

Schools demonstrate, or "model" their commitment and involvement to students at various levels; for example, individual teachers with individual students - showing an interest, encouraging, and helping with difficulties, by working towards relevant curriculum and responsive structures, involving students in planning, and providing appropriate protection for younger or weaker students. Students deserve recognition when they display similar commitment and involvement to learning tasks, planning, or school activities.

(iii) Self-talk

Teachers exercise enormous influence over students' self-talk. As adults, our self-talk, that is, the things that we say to ourselves inside our heads, are a re-play of what parents, teachers and others have said to us, especially those phrases which were repeated often. Imagine a maths class. The teacher sets some work and leaves the room for ten minutes. Returning, she finds the room in uproar instead of the students working quietly. She could say "You horrible little creeps! You will all stay in for ten minutes at lunch time". Alternatively, she could say "I'm very disappointed in you people. I think of you as responsible, capable and mature, but look how you've been behaving! I want that work completed by lunch time or you'll be staying in to do it!" Replaying abusive phrases is destructive self-talk because it reduces our self concept, our self-esteem, and our performance. Positive self-talk is motivating and encouraging. We think well of ourselves and we perform well.

If teachers want to undo the damage already done by the time students reach adolescence, they can teach positive self-talk directly. At the little country primary school which I attended there was a motto across the top of the blackboards. It read "Every day in every way I am getting better and better". Perhaps to be convincing we need to be more specific and realistic, but you could include self-talk suggestions on your blackboard. For example, if I was teaching counselling skills to Social Work students, I might write on the blackboard:

I am a warm and emphathic human being. Today I will make progress in learning to communicate that warmth and emphathy to others.

I would draw students' attention to the suggested self-talk, and advise them to use it to help keep their concentration on the class, and to encourage themselves if they start to doubt their competence.

Design self-talk suggestions for a student or group of students you know.

When teaching new self-talk it is useful to say the words aloud yourself and get the student/s to repeat them, then allow students to whisper them aloud when they need them, and finally expect students to internalise the new self-talk and use it appropriately inside their own heads.

(iv) Problem solving

In adult stress management, I understand that the single most effective strategy is to teach problem solving. Many students' idea of problem solving is to ask an adult, who will tell them the one right thing to do. Many teachers retain the old image of a teacher as one who knows and tells. To test your image, imagine a student asking you a question about your area of expertise. You do not know the answer. How do you react? If you feel defensive, angry or embarrassed, you still think you should be a knower and teller. If you feel interested, challenged, curious and motivated to help the student find the answer, you are a problem solver.

The basic problem-solving method is:

1. Define the problem or analyze the situation.
2. Generate options.
3. Evaluate options (may include negotiation)
4. Make a plan - choose an option.
5. Evaluate, and if necessary repeat previous steps.

The usual method of teaching problem solving is to take a real or invented problem situation, and guide students in small groups slowly through the steps. In addition we can expect and encourage a problem-solving approach in all areas of school life. Supposing you asked me to explain the physiological processes involving adrenaline, noradrenaline and cortisol. I would say that I am not sufficiently familiar with the physiology to explain it to you, but Campbell and Singer's book Stress, Drugs and Health (1983) contains a very readable description (Step 1 - define the problem). You might then think either to yourself or aloud - "I could ask to borrow the book, or I could write down the reference and try to buy or borrow it myself. I could ask Marty where it's available, and maybe copy down the library call number. Or I could borrow the book at afternoon tea time and either quickly read or photocopy the section". (Step 2 - generate options). You would then choose an option (Step 3) and you may have to negotiate or check out your choice with me, e.g. "Is it O.K. if I take the book for five minutes at afternoon tea time?" Part of Step 4 - making a plan - would include consideration of possible consequences; for example, are there any legal, financial, or organizational hazards involved in your plan to make a photocopy? After going home and reading your photocopy, you will evaluate your problem solving effort. If your questions are answered and your curiosity satisfied, that is the end of the process. If some questions remain, or your interest in the

topic is whetted rather than satisfied, you may go back to Step 1 and work out what further information you require and how to get it.

Generate a problem-solving procedure for the earlier scenario where a student asked you something you didn't know.

In dealing with students, I suggest that we externalise the problem solving steps and make them explicit. If we do, students can learn and practise problem solving in real situations.

(v) Empowerment

The final aspect of psychological resilience or hardiness is the sense of control over one's own life. Some of our children are so "well cared for" that other people are responsible for every aspect of their lives. Knowing they are powerless, they either conform or dropout. If schools have large numbers of students who are either very adult-dependent or totally tuned-out, then the time has come to look at what has taken the power over their own lives out of their hands, and how the school can go about giving back the control that students should be increasingly exercising throughout the adolescent years.

How can schools empower students:
(a) via teaching methods,
(b) via curriculum content,
(c) via structures?

Students should be encouraged to take responsibility and act independently in the learning situation. Their school program should always contain some elements of individual choice. And remember that information is power with regard to the overall running of the school. Schools that keep their students informed via a daily bulletin are fostering participation that benefits individual students and the school as a whole. Identity, cohesiveness and commitment make school a pleasanter place for both staff and students.

We looked at cumulative life events and psychological hardiness or resilience, but there are two more aspects of stress management that I want to discuss - Antonovsky's Generalized Resistance Resources (1979) and Benson's Relaxation Response (1975).

Generalized Resistance Resource

The Nedlands College study of first year student teachers (Kaplan, 1980) reports the influence of social support from family, friends and staff on students' responses to stress. The Protective Behaviours program, which is gaining widespread acceptance in Victoria aims to give children strategies for dealing effectively with child abuse. The three principles of the program are:

* Everyone has the right to feel safe.
* Nothing is so terrible that you can't tell someone about it.
* Every child needs a supportive network of about three adults.

The program encourages children to identify their supportive adults, so they know exactly to whom to turn for help when they are feeling unsafe.

The ability of people to mobilise social support is an important factor in managing stress. Antonovsky's "map" covers a wide variety of resources that help us to cope with stress. These are like money in the bank; available at short notice to help us cope with stressful events and situations.

TABLE 2: Mapping-Sentence Definition of a Generalized Resistance Resource

	(1. physical	)		
	(2. biochemical	)		
	(3. artifactual-material	)		
A generalized	(4. cognitive	)		characteristic
resistance	(5. emotional	)		of an
response is a	(6. valuative-attitudinal	)		
	(7. interpersonal-relational	)		
	(8. macrosociocultural	)		
(1. individual	(			
(2. primary group	) that is		(1. avoiding	) a wide variety
(3. subculture	) effective in		(2. combating	) of stressors
(4. society	)			

and thus preventing tension from being transformed into stress.
(Antonovsky, (1979)

Antonovsky (1979) also reminds us of the value of "health, wealth and wisdom". Feeling fit and well gives us the energy to "kill the dragon" and come up smiling. Health education including diet and fitness is a vital part of stress management.

Wealth would certainly make life less stressful for most of us and the same is true for students. Schools should be aware of their students from

poor families and assist as far as possible with fees, uniforms and excursions. Wisdom, or knowledge - intelligence is an important resource for reducing stress. Schools have a major role in ensuring that students develop literacy and life skills.

At the emotional level, Antonovsky describes similar characteristics to those of Youngs (1985):

> A sense of the inner person, integrated and stable, yet dynamic and flexible; related to social and cultural reality, yet with independence, so that neither narcissism nor being a template of external reality is needed.
>
> (Antonovsky, 1979 p.109)

Antonovsky sees the single most important resource for resisting the destructive effects of stress as the ability to see the world as coherent:

> The sense of coherence is a global orientation that expresses the extent to which one has a pervasive, enduring though dynamic feeling of confidence that one's internal and external environments are predictable and that there is a high probability that things will work out as well as can reasonably be expected.
>
> (Antonovsky, 1979 p.12)

Valuative-attitudinal GRR's (generalized resistance resources) include rationality, flexibility and farsightedness. Interpersonal relational GRR's include marriage, close friends and relatives, church membership, and informal and formal group associations. Macrosociocultural GRR's are the answers provided by one's culture and its social structure - ready access to concepts and explanations such as "luck" and "fate" and "family". Our migrant students are frequently "caught between two cultures", doubting their parents' concepts and explanations because they are questioned at school, but also doubting the Australian concepts and explanations because they are unacceptable at home.

If students seem particularly vulnerable to stress, an analysis of their GRR's may help teachers to know where to start in assisting them.

The Relaxation Response

In the 1950's, the physiologist Hess reported on his animal experiments. He implanted electrodes in a cat's brain, and elicited a stress (fight or flight) response by stimulating one part of the hypothalamus. By stimulating a different part of the hypothalamus, he elicited an opposite response - "a protective mechanism against overstress". Benson (1975) describes a similar brain - controlled anti-stress response in humans. By utilising this

relaxation response he says that we can counteract the harmful effects of stress on the body.

Students seek relaxation through legal and illegal drugs. Teaching them to elicit their own relaxation response would provide a less costly (in all senses) alternative. Relaxation training for students could begin with brief in-class exercises, move to training in progressive muscle relaxation, then on to the deep relaxation described by Benson (1975).

CONCLUSION

In examining student stress, we have considered ways to recognize, present, and overcome stress.

Teachers can recognize not only emotional and behavioural signs of stress in students, but can also examine the school environment for unnecessary or unhelpful stress factors.

Prevention includes educating for psychological resilience, and teaching problem solving.

Overcoming student stress can include maximising the generalized resistance resource at any level, and developing the human relaxation response.

The school experience can be on the whole a stress factor, or a resistance resource, depending on whether the school structures, program, and personnel meet student needs or clash with them. The ideal school environment provides students with opportunities to gain:

* identity (recognition; self concept);
* belonging (acceptance, having a place in a group);
* power (achievement, mastery, control);
* meaning (coherent stimuli and information);
* change (variety and growth).

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PANEL REACTION TO SPEAKERS

Mr John Crocker, teacher at Highton Primary School, Geelong, and Mrs Una Trigg, teacher at Morongo Girls' College, Geelong, reacted to Mrs Sue Hosking's paper, "Stress and the Teacher".

Mr Crocker identified three major stressors facing Victorian Education Department teachers. Firstly, the daily task of controlling a compulsory clientele. Secondly, the inept introduction of much educational change, which meant that much change was unnecessarily stressful. Teacher stress was generated by inadequate preparation for change; a lack of adequate resources to sustain the innovation; and insufficient in-service programs. Thirdly, ever-increasing pressures on teachers made it difficult to stop when enough work had been done for the day. Mr Crocker said that schools should streamline all aspects of a school's operation which could be identified as causing unnecessary stress to teachers. Teachers should seek transfer to a more peaceful and civilized work environment when necessary, should take adequate sick leave when stressed, and if all else failed, should resign. Teachers should not donate their health to the Education Department.

Mrs Trigg strssed the kind of support which teachers in schools should be able to expect from senior staff and other colleagues, and the need to work in a positive way to reduce stressors in the school.

Mrs Edna Russell, Principal, Geelong Technical School, and Mr Alf Swan, Principal, Belmont High School, Geelong, reacted to Dr Quentin Willis's paper, "Stress and the Principal".

Mrs Russell spoke of the need for principals to face the inevitability of stress, not only in teachers but also in themselves. Principals could be helped by a support system of trusted people. During the year she had been involved in a personal development program for principals. She belonged to a collegial group which consisted of two State primary principals, two principals from independent schools and two principals from State secondary schools. She had found this forum the best professional support she had ever had at any level.

Mr Swan said that after fifteen years as a principal he had decided to do some post-graduate study at Deakin University, and looked for the theory behind the practice. He concluded that principals worked in an unpredictable environment so immediate decisions had to be made, and a constant re-ordering of priorities was necessary. Furthermore, principals were the key persons in the loosely coupled environment of the school. For example, there were many organisations such as the student association, staff association, school council, parents' and friends' association, curriculum committee, canteen

committee, which were all loosely coupled to the total school organisation. The principal was involved in all these things to some extent even if he or she did little else but communicate between the groups. Mr Swan said he had placed this theory alongside his practice and felt it may have helped him in some stressful situations.

Miss Andrea Christian, a Year 12 student at Bell Park High School, Geelong, and Miss Mellisa James, Year 11 student, Morongo Girls' College, reacted to Mrs Marty Van Laar's paper "Stress and the Adolescent".

Miss Christian said that some students, including herself, felt resentful that the whole of their school life seemed to depend on fifteen hours of examinations. Some students handled it better than others, because they found it easy to get it all out in the open, whereas others tried to hide it. She felt it was better to get things out in the open, because others then realised you were human and you could sort out problems by talking about them. Most support came from friends and family, but the H.S.C. teachers had also been very positive, which helped. The H.S.C. was like a hurdle to be jumped. At the start of the year the hurdle seemed small because the exams were six months away. As the year went on the hurdle seemed to get higher and higher, but if given the support and one had the self-confidence and worked hard, the hurdle became reasonable again, and you thought it wasn't so bad after all.

Miss James said that students need to be helped by teachers to recognise how they react to stress. Some people withdrew and the quality of their work dropped; others became weepy or aggressive or over-sensitive. Most Year 11 students felt anxious about H.S.C. and wondered if they should cut off all activities next year. Teachers and other students could be supportive by pointing out that while Year 12 was hard it was not impossible. Sport and social activities outside the school helped students to relax, so they should be told not to cut off everything. It also helped to have class discussions of personal problems. Teachers should realise that many students suffered stress from peer pressure, and should be encouraged to get to know others outside their special group.

AN ANNOTATED BIBLIOGRAPHY OF RECENT REPORTS & PERIODICAL LITERATURE ON TEACHER STRESS IN AUSTRALIA

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"Stress; one teacher's experience", in Pivot, 13, (2).

The author is a teacher in a large high school who suffered severe debilitation through stress, and recovering, reflects on the factors which caused the stress.

Brown, S., Finlay-Jones, R., & McHale, S. (1984)
"Measuring teacher stress in Western Australia", in Instead, 14, (1).

In 1983 the Minister for Education in W.A. commissioned an inquiry into teacher stress. In this paper, members of the committee report the responses of some W.A. teachers to the question: "What is stressful about your teaching environment?" These anecdotes have stimulated the design of a postal survey to measure the effect of these putative measures on W.A. teachers.

Cameron, B.J. (1984)
"Burnout - the myth", in Murray S. Thompson & Ann Foley (eds.), Burnout Conference Proceedings, Darking Downs Institute of Advanced Education, Toowoomba.

The author takes the view that burnout is most usefully approached through the literature on personal and career development. He concludes that generations of people have sought respite from harsh reality by resort to myths and legends. Burnout has mythical qualities. The problem is that the helping professional may treat the myth as reality.

Cooper, A. (1984)
"Occupational dimensions of burnout", in Murray S. Thompson & Ann Foley (eds.), Burnout Conference Proceedings, Darling Downs Institute of Advanced Education, Toowoomba.

This paper examines a wide range of publications on burnout, and concludes that while members of the helping professions may be particularly prone to the development of burnout, it may also occur in any organisational setting. The need exists to develop coping strategies for individuals and organisations, and for research on how work environments can be improved, rather than trying to adapt people to unsatisfactory situations.

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A computer search was undertaken; interviews were held with groups of teachers; and a survey of teachers was conducted.

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This paper examines the work of Maslach, C. (1982), Burnout - The Cost of Caring, Prentice-Hall, Sydney; and of Meichenbaum, D. (1983), Coping with Stress, Century Publishing, London.

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"Teacher burnout: some Australian findings", in Unicorn, 10, (3).

This paper describes a study in the Northern Territory in 1982 which sampled 787 teachers, who were asked to provide personal and professional information and also to complete a 22 item Burnout Inventory.

Foley, A. (1984)
"Overview of Herbert Freudenberger literature and response", in Murray S. Thompson & Ann Foley (eds.), Burnout Conference Proceedings, Darling Downs Institute of Advanced Education, Toowoomba.

This paper is an overview of some of the literature published by Dr Herbert J. Freudenberger, who has been in independent psychoanalytic practice in the U.S.A. for more than 25 years. He was the first person to use the term "burnout" to describe the group of signs emerging in his colleagues and himself. He states that the people most affected are the dedicated and committed, such as child care workers, police, nurses, teachers and social workers.

Hicks, N. (1982)
"Stress: the heroes disease", in Pivot, 9, (3).

The author states that a solution to the real problems which teachers experience will not come by medical intervention or by psychological counselling or by relaxation therapy. On the contrary, resolution will come from political decisions to modify the structure of teaching.

Hosking, S. (1985)
"Why is teacher stress so important?", in The Victorian Teachers' Union Journal, April.

This is the first of a series of articles on teacher stress by one of the consultant psychologists of the Teachers' Health Centre of the V.T.U. (Further articles: May, June, July, September, 1985, and February 1986). In this paper it is argued that the financial and social costs of teacher stress are under-estimated.

Hosking, S., & Reid, M. (1985)
"Teacher stress - an organisational perspective", in The Educational Administrator, 25, Summer.

Methods such as exercise, meditation, and time management provide only temporary relief from stress, and the authors believe a more potent method is to look at the organisational structures both within the Ministry of Education and schools which cause, sustain or add to stress felt by teachers.

Langdale, O. (1984)
"Was it easier when teachers just taught the 3Rs?", in Murray S. Thompson & Ann Foley (eds.), Burnout Conference Proceedings, Darling Downs Institute of Advanced Education, Toowoomba.

The author examines the manifestations of burnout experienced by himself, and the numerous contributing factors.

Laughlin, A. (1984)
"Teacher stress in an Australian setting: the role of biographical mediators", in Educational Studies, 10, (1).

This paper examines teacher stress in the Australian setting, and reports a study using a large sample which covered a wide cross-section of a metropolitan (Sydney) teaching service, which indicates that the biographical characteristics of teachers are significant mediators in stress factor perceptions.

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"A model of teacher stress and its implications for management", in The Journal of Educational Administration, XXII (2), Summer.

Following a summary of research into the sources and correlates of reported teacher stress, this paper proposes a definition and a model of work related stress in school that incorporates current concepts and research findings. Examples of tactics and strategies for coping with and reducing the build-up of environmental stressors are developed from the model. These aim to provide pointers for the multi-level management of stress throughout schools.

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"Teacher burnout: implications of a recent Queensland study", in Murray S. Thompson & Ann Foley (eds.), Burnout Conference Proceedings, Darling Downs Institute of Advanced Education, Toowoomba.

This paper describes the results of a survey conducted by the Queensland Teachers' Union in 1983. The aims of the survey were largely to identify (perceived) stressors.

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Occupational Stress Among Teachers in Post Primary Education: A Study of Teachers in Technical Schools and Some Comparative Data on High School Teachers, Department of Sociology, LaTrobe University, Bundoora, Victoria, 102 pages.

The central purpose of this study was to investigate the extent, sources and symptoms of stress among teachers in technical schools (secondary). The results are supported by earlier work on high school teachers.

Otto, R. (1984)
Occupational Stress Among Primary School Teachers from Seven Schools in the Metropolitan Area of Melbourne, Department of Sociology, LaTrobe University, Bundoora, Victoria, 105 pages.

One in three teachers found their work "very" and in some cases, "extremely" stressful, and nearly one half found it "moderately" so. Overall, results were very similar to those found among teachers in technical and high schools.

Otto, R. (1985)
Responding to Stress: A Study of Coping Modes Among Secondary Teachers and the Relationship of Coping Styles to Stress, Powerlessness and Social Support, Department of Sociology, LaTrobe University, Bundoora, Victoria, Paper no. 69, May, 44 pages.

One in three teachers considered their job to be very to extremely stressful. Teachers were given a list of 50 possible responses, with regard to coping modes.

Pitt, M.W., & Jennings, L.E. (1984)
"Thirty four and where am I going? A comment on the relationship between teacher stress and organisational change", Unicorn, 10, (3), August.

The education system has all the potential stress elements: a bureaucratic structure, intensive interaction between individuals, and continuous evaluation of its process and products. Stress management seminars are band-aid approaches. An alternative approach may well be a critical appraisal of organisations themselves, as stress agents.

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An observational study was made of a principal of a State primary school in the Sydney region. Throughout the observation period the principal wore a light, battery operated electrocardiogram monitor, so it was possible to observe the effects of certain activities on the principal's heart rate. The observer noted that some interruptions and some decisions caused fluctuation of the heart rate. The observer concluded that the principal was under considerable stress at times, and that he was aware of it.

Roberts, D. (1982)
"Sick day - sanity day - what's wrong with me?", in Radical Education Dossier, 17, Autumn.

This paper describes the results of a survey of stress among high and technical school teachers in Victoria. The author states that strategies for coping with stress often have a "blame the victim" approach, which lay responsibility for change and improvement on the individual. These strategies may be easier than trying to make structural or societal changes, but they are only useful in the short term.

Sampson, L. (1983)
"Teacher stress", in Quest, 35.

This article describes a study of teacher stress in six schools in and around Brisbane, Queensland. The author suggests that the possibility of redesigning the job should be investigated; there is a need for stress management programs in teacher training and in-service; and the collection of relevant information on stress is important to evaluate the impact of stress on teaching.

Savery, L.K., & Detiuk, M. (1985)
"Stress and the principal", in Educational Administration Review, 3, (2), Spring.

This paper describes a survey of W.A. government school principals. The study concluded that perceived work-generated stress is a problem for many principals in Western Australia. Nearly half the principals who perceived excessive stress had been diagnosed as suffering from hypertension. The study recommended that stress management be introduced into the educational administration process, and that school organisation be reviewed in order to reduce the workload of principals.

Sharp, A. (1983)
"Burnout" - what are we doing about it?", in Education News, 18, (3).

The author looks at the evidence that teachers are among the top sufferers of occupational stress and burnout. He states that now the first obstacle, of recognising the problem and its causes, has been overcome, the next and more difficult problem is to begin acting on the research that has been done in Australia and overseas.

Thomas, E.B. (1986)
"Teacher stress symposium", in The Professional Reading Guide for Educational Administrators, 7, (5), September.

This is an account of a symposium entitled "Occupational Mental Health - Teacher Experience", presented on Friday, July 25, 1986 at Clunies Ross House, Parkville, Melbourne, by the Department of Psychiatry, University of Melbourne, and St. Vincent's Hospital, with assistance from the Victorian Teachers' Union.

Vivian, W. (1983)
"The twang factor", Education News, 18, (6), September.

The rubber band, which will deform or snap if stretched too far, provides a useful analogy to the problem of teacher stress. The author argues that teaching is, by its very nature, a stressful occuption, but that wise administration, counselling and evaluation, should bolster a teacher's resilience. The paper includes a model of the generalised in-service needs of teachers from age 20 to 60 years, focusing on skill, professional, change, counselling and evaluation needs.